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ABSTRACT

This volume, designed as a companion to "Introducing Literary Arabic" provides basic grammatical explanations essential in first-year courses. Each of the 15 units, with the exception of the first, contains related grammatical notes, paradigms, and illustrations. The grammatical rules are intended to make explicit general underlying structures. Arabic calligraphy is used extensively throughout the text. For the companion documents, see ED 024 953. (RL)

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Introducing Literary Arabic

VOL. II

Grammatical Notes

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Grammatical Notes-
A Companion to Introducing Literary Arabic

Preface

This Volume II is designed as a companion to Volume I, Introducing Literary Arabic. It follows Beginning Arabic as one of the series to present Arabic as a living language. The Companion provides in some detail the basic grammatical explanations which the learner of Arabic needs at the first level.

In constructing these explanations due attention has been paid to contrastive analysis and the specific problems of the English speaker learning modern Arabic.

By modern Arabic here we refer to the formal variety as used by contemporary writers. It is assumed that while this form of Arabic bears close affinity with old "classical Arabic", its usage is much influenced by the spoken not only in vocabulary but in idiom and to some extent in structure. Thus wherever helpful reference is made to what Arabs actually use, however different this may be from traditional usage.

With the exception of the first, each unit is provided with related grammatical notes, paradigms, and illustrations. The 'rules' given are intended to make explicit the general underlying structure.

Needless to say, It is only with constant practice that these 'rules' can be internalized and language mastery achieved. For this reason the student is urged to do as many of the exercises included as possible.

S.A.H. N.G.

Text: page 4

Unit I

Grammatical Notes

PERSONAL PRONOUNS (I)

In Arabic, there are two sets of personal pronouns: Independent and Appended:

A. Independent Pronouns

Person	Gender	Number		
		Singular	Dual	Plural
1		I أنا		نَحْنُ
2	m.	You أنتَ	أنتُما	أنتُمْ
2	f.	You أنتِ	أنتُما	أنتُنَّ
3	m.	He هُوَ	هُما	هُمْ
3	f.	She هِيَ	هُما	هُنَّ

Remarks:

1. The pronouns أَنْتُمْ and هُمْ if followed by a definite article, e.g. أل, the sukun changes to a dammah.

   Example: They are Arabs. هُمُ العَرَب

2. A pronoun may serve as:

   a. an emphasis marker

   Example: You (m.pl.) go out! (أنتُم) اُخْرُجوا !

   He hit me! هو ضَرَبَني (أنا) !

b. a subject in a verbless sentence

Example: She (is) a student. هِيَ طالِبَـةٌ

c. part of a definition question or an interrogative pattern.

Example: Who are you (m.s.)? مَنْ أَنْـتَ ؟

What is Damascus? مَا هِيَ دِمَشْـقُ ؟

d. copula in a verbless sentence; in this case the pronoun resolves the ambiguity in the pattern

Example: Beautiful Beirut/Beirut is the Beautiful

بَيْـرُوتُ الْجَمِيـلَـةُ

Beirut is the Beautiful. (unambiguous)

بيـروتُ هِيَ الْجَمِيـلَةُ

e. part of special expressions

Example: "O.K." وَهُوَ كَذٰلِـكَ

B. Appended Pronouns or Pronominal Suffixes

With Nouns

Person	Suffix-Singular		Suffix-Dual		Suffix-Plural	
	Number					
1	-i:	كِتابِـي			-na:	كِتابُـنا
2 m.	-k	كِتابُـكَ	-kuma:	كِتابُـكُما	-kum	كِتابُـكُمْ
2 f.	-ki	كِتابُـكِ	-kuma:	كِتابُـكُما	-kunna	كِتابُـكُنَّ
3 m.	-u	كِتابُـهُ	-huma:	كِتابُـهُما	-hum	كِتابُـهُم
3 f.	-ha:	كِتابُـها	-huma:	كِتابُـهُما	-hunna	كِتابُـهُنَّ

With Verbs

1	-ni:	شَكَرَنِي			-na:	شَكَرَنا
2 m.	-k	شَكَرَكَ	-kuma:	شَكَرَكُما	-kum	شَكَرَكُمْ
2 f.	-ki	شَكَرَكِ	-kuma:	شَكَرَكُما	-kunna	شَكَرَكُنَّ
3 m.	-a(h)	شَكَرَهُ	-huma:	شَكَرَهُما	-hum	شَكَرَهُمْ
3 f.	-aha:	شَكَرَها	-huma:	شَكَرَهُما	-hunna	شَكَرَهُنَّ

With Prepositions

1	-ya	علـيَّ			-na:	عَلَيْـنا
2 m.	-ka	عَلَيْـكَ	-kuma:	عَلَيْـكُما	-kum	عَلَيْـكُم
2 f.	-ki	عَلَيْـكِ	-kuma;	عَلَيْـكُما	-kunna	عَلَيْـكُنَّ
3 m.	-hi	عَلَيْـهِ	-hima:	عَلَيْـهِما	-him	عَلَيْـهِم
3 f.	-ha:	عَلَيْـهَا	-hima;	عَلَيْـهِما	-hinna	عَلَيْـهِنَّ

Remarks:

1. If the form ends with yaa?, this yaa? is doubled with l.s. pronoun suffix.

   Example: noun كرسيّ "my chair"; كتابي "my book"
   prep. لـيّ "for me"; فيّ "in me"

2. The pronunciation of the /haa?/ pronominals is /hi/ if preceded by kasra or /i-/; otherwise, it is /hu/.

   Example: لَهُ "to him"; بِهِ "by him"; كتابِهِم "in their book"

3. One-syllable forms with short vowels ending with nuun double the nuun with l.s. pronoun suffix.

   Example: noun سِـنِّي "my age"
   prep. مِـنِّي "from me"

DEMONSTRATIVE PRONOUNS (II)

This-These

Case	Plural		Dual		Singular	
	M.	F.	M.	F.	M.	F.
Nom.	هَؤُلاءِ	هَؤُلاءِ	هٰذانِ	هٰتانِ	هٰذا	هٰذِهِ
Acc.	هَؤُلاءِ	هَؤُلاءِ	هٰذَيْنِ	هٰتَيْنِ	هذا	هٰذِهِ
Gen.	هَؤُلاءِ	هَؤُلاءِ	هٰذَيْنِ	هٰتَيْنِ	هذا	هٰذِهِ

That-Those

Case	Plural		Dual		Singular	
	M.	F.	M.	F.	M.	F.
Nom.	أُولَئِكَ	أُولَئِكَ	ذانِكَ	تانِكَ	ذَلِكَ	تِلْكَ
Acc.	أُولَئِكَ	أُولَئِكَ	ذَيْنِكَ	تَيْنِكَ	ذَلِكَ	تِلْكَ
Gen.	أُولَئِكَ	أُولَئِكَ	ذَيْنِكَ	تَيْنِكَ	ذَلِكَ	تِلْكَ

Remarks:

1. Arabic demonstratives can be replaced by pronouns

   Example: Who are they? مَنْ هؤُلاءِ ؟

2. Demonstratives are used as subjects:

   Example: This is a student (m.). هذا طالِبٌ

   These are students (f.). هؤُلاءِ طالِباتٌ

   Compare: This is a student. هذا طالِبٌ

   This student هذا الطّالِبُ

   This is the student. هذا هو الطّالِبُ

   This is a city. هذِهِ مَدِينَةٌ

   This city. هذِهِ المَدِينَةُ

   This is the city. هذِهِ ... ...

   These are students (f.). ....

   These students ....

   These are the students. ....

   These are two students. ....

   These two students. ....

   These are the two students. ....

Note: The personal pronoun هو in this pattern and similar patterns is used as a 'copula'.

3. Compare:

This is your(m.pl.) book.	هذا كِتابُكُمْ
This book of yours	كِتابُكُمْ هذا
This is Ramsis.	هذا رَمْسِيس
This Ramsis is ε king.	رَمْسِيسُ هذا مَلِكٌ

UNIT II

Introducing Literary Arabic

Tape: Laboratory Handbook (available on request)

Additional Grammatical Notes

The Verb (?al-fiʿl)

FORM I: PERFECT

PATTERN 3 فَعُـلَ	PATTERN 2 فَعِـلَ	PATTERN 1 فَعَـلَ		
يَفْعُـلُ	يَفْعَـلُ		يَفْعَـلُ يَفْعِـلُ يَفْعُـلُ	IMPERFECT

Patterns of Form I

a. Most Arabic verb forms are based on Form I. Form I in the imperfect is written in three different systems of pronunciation; the middle radical may have a /fatha/, a /kasra/, or a /damma/ but the first radical always has a fatha.

b. Verbs of Form I may be transitive or intransitive in use.

c. The /fatha/, representing the vowel sound /-a-/ following the second radical is found in many transitive as well as intransitive verbs.

Examples: to beat ضَـرَبَ

to write كَتَـبَ

to go out خَـرَجَ

d. The /kasra/ and the /damma/ give the verb an intransitive character. The difference between these two diacritics is that the /kasra/ in فَعِلَ often indicates a temporary state or condition, or accidental quality in persons or things.

Examples: to become glad فَرِحَ

to become sad حَزِنَ

The /damma/ in فَعُلَ may indicate a permanent state or a natural quality.

Examples: to become beautiful حَسُنَ

to grow كَبُرَ

A MODEL OF VERB CONJUGATION

PATTERN I

(1) Imperfect يَفْعَلُ	Perfect فَعَلَ	Pronoun الضَّمِير
I أَفْعَلُ	فَعَلْتُ	أَنا
you (m.s.) تَفْعَلُ	فَعَلْتَ	أَنْتَ
you (f.s.) تَفْعَلِينَ	فَعَلْتِ	أَنْتِ
he, it يَفْعَلُ	فَعَلَ	هُوَ
she, it تَفْعَلُ	فَعَلَتْ	هِيَ
you (d.) تَفْعَلانِ	فَعَلْتُما	أَنْتُما
they (d.m.) يَفْعَلانِ	فَعَلا	هُما
they (d.f.) تَفْعَلانِ	فَعَلَتا	هُما
we نَفْعَلُ	فَعَلْنا	نَحْنُ
you (m.p.) تَفْعَلُونَ	فَعَلْتُمْ	أَنْتُمْ
you (f.p.) تَفْعَلْنَ	فَعَلْتُنَّ	أَنْتُنَّ
they (m.p.) يَفْعَلُونَ	فَعَلُوا	هُمْ

(1) The future tense is formed by prefixing the connected سَـ or the separate سَوْفَ to the imperfect tense form of the verb.

A Model of Verb Conjugation (continued)

Pattern I

Imperfect	Perfect	Pronoun
they (f.p.)	(1)	هُـنَّ

The following is an example of conjugation خرج ـ يخـرج "to go out", one of the verbs that occurs in the reading passage. Follow the form فعـل for the "perfect" and يفعـل for the "imperfect":

..... نَحْـنُ		..... أنـا
.....	..... أنْتُمـا	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

General Remarks

a. The conjugation of Form I, in its three patterns shows certain regularities which should be mastered.

b. The "tashkil" system of vocalization as it appears in this form is very important.

c. Perfect Suffixes

1.s.	-tu			1.p.	-na:
2.s.m.	-ta			2.p.	-tuma
		2.d.	-tuma:		
2.s.f.	-ti				
3.s.m.	(base)			3.p.m.	-tum
		3.d.m.	-a:		
3.s.f.	-at	3.d.f.	-ata:	3.p.f.	-tunna

(1) Notice that 1.p. and 3.f.p. are similar in pronunciation though different in writing.

Perfect Suffixes (continued)

3.s.m.	(base)	3.d.m.	-a:	3p.m.	-tum
3.s.f.	-at	3.d.f.	-ata:	3.p.f.	-tunna

Imperfect Prefixes and Suffixes

1.s.	?a-			1.p.		na-	
2.s.m.	ta-			2.p.m.	ta-	-u:na	
		2.d.	ta- -a:ni				
2.s.f.	ta- .... -i:n a			2.p.f.	ta-	-na	
3.s.m.	ya-	3.d.m.	ya- -a:ni	3.p.m.	y-	-u:na	
3.s.f.	ta-	3.d.f.	ta- -a:ni	3.p.f.	y-	-na	

d. The following are some of the verbs parallel to فَعَـلَ :

	Imperative	Imperfect	Perfect	
m.s.	go! إِذْهَبْ	يَذْهَـبُ	ذَهَبَ (إِلىٰ) 'go'	(1)
"	break! إِكْسِرْ	يَكْسِـرُ	كَسَـرَ 'break'	(2)
"	go out أُخْرُجْ	يَخْـرُجُ	خَرَجَ (من . . إلىٰ) 'go out'	(3)
"	look! أُنْظُرْ	يَنْظُـرُ	نَظَـرَ (الىٰ) 'look'	(4)
"	defeat! إِهْزِمْ	يَهْـزِمُ	هَـزَمَ 'defeat'	(5)
"	beat! إِضْرِبْ	يَضْـرِبُ	ضَرَبَ 'beat'	(6)

e. The Arabic perfect may be translated into English past or present perfect

e.g. ذَهَبْتُ إِلىٰ الْمَدْرَسَـةِ

may mean I went to the school.

or I have gone to the school.

f. The vowels of the verb in the "imperfect" may be different from those of the "perfect" form. For example, the first verb follows the pattern فَعَـلَ in the "perfect", يَفْعَـلُ in the "imperfect"; whereas the third verb

has the pattern, فَعَـلَ in the "perfect", يَفْعَـلُ in the "imperfect".

The imperative is based on the imperfect stem: (see Unit III notes)

Imperative	Imperfect
إِفْعَـلْ	يَفْعَـلُ
اُفْعُـلْ	يَفْعُـلُ
اِفْعِـلْ	يَفْعِـلُ

(For further discussion see Wright, p. 61 #88)

PATTERN II OF FORM I

to be glad or joyful

Imperfect	Perfect	Pronouns
أَفْـرَحُ	فَرِحْـتُ	أنـا
.....	.....	أنْتَ
.....	.....	أنْتِ
.....	.....	هُـوَ
.....	.....	هِـيَ
.....	.....	أَنْتُما
.....	.....	هُمَـا
.....	.....	هُمـا
.....	.....	نَحْنُ
.....	.....	أَنْتُمْ
.....	.....	أَنْتُـنَّ
.....	.....	هُـمْ
.....	.....	هُـنَّ

PATTERN III OF FORM I

to grow up كَبُرَ

Imperfect	Perfect	Pronoun
أَكْبُرُ	كَبُرْتُ	أنا
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

UNIT III

Grammatical Notes

Although verb forms denote specific meanings, usage largely determines change in some verbs more than in others.

Verb Form II

In this unit the student finds the second form of Arabic verbs.

1. Formation

The second form is derived from the first form by simply doubling the second radical in Pattern I form I. The sign of doubling is the "shadda", and thus it becomes:

Imperfect	Perfect
$yuC_1aC_2C_2iC_3$	$C_1aC_2C_2aC_3$
يُفَعِّلُ	فَعَّلَ

2. Meaning

a. Form II often implies causative action, intensity, or an act which is done repeatedly.

Examples:

Form II		Form I	
make someone write; dictate	كَتَّبَ	write	كَتَبَ
smash	كَسَّرَ	break	كَسَرَ
massacre	قَتَّلَ	kill	قَتَلَ

b. The second form may convey the making or doing of the thing expressed by the noun or adjective from which it is derived.

Examples:

pitch a tent	خَيَّمَ	a tent	خَيْمَة
cause	سَبَّبَ	a cause, reason	سَبَب
make easy	سَهَّلَ	easy	سَهْل
discredit, deny	كَذَّبَ	lie	كَذِب

3. Verbs that are intransitive in Form I become transitive in Form II

Examples:

Form II	Form I
"I made the boy happy." فَرَّحْتُ الوَلَدَ	"The boy was happy with the book." فَرِحَ الوَلَدُ بِالْكِتابِ
gladden فَرَّحَ	be glad فَرِحَ
make ... leave خَرَّجَ	leave خَرَجَ
"I made the boy leave." خَرَّجْتُ الْوَلَدَ	"The boy went out." خَرَجَ الوَلَدُ

4. Verbs that are transitive in the first form take two objects in Form II.

Examples:

teach عَلَّمَ	know عَلِمَ
"I taught him the lesson." عَلَّمْتُهُ الدَّرْسَ	"I learned the news." عَلِمْتُ الخَبَرَ
make carry (to load) حَمَّلَ	carry حَمَلَ
"I made him carry the book." حَمَّلْتُهُ الْكِتَابَ	"The boy carried the book." حَمَلَ الْوَلَدُ الكِتَابَ

Verb Form III

1. Formation

Imperfect	Perfect
$yuC_1a:C_2iC_3$ يُفَاعِل	$C_1a:C_2aC_3$ فاعَل

In this form the vowel sound between the first two radicals is lengthened t /-a:-/ which is indicated in writing by /?alif/.

2. Meaning

This form modifies the meaning of Form I in the following ways:

a. Form III often expressed reciprocity, that is, action shared by two persons. The reading text of this unit includes verbs of this form.

Examples:

Form III		Form I	
to correspond with	كَاتَبَ	to write	كَتَبَ
sit and talk with someone; entertain	جَالَسَ	sit	جَلَسَ

b. Form III is often transitive when the related Form is intransitive.

Examples:

Form III (trans.) $C_1a:C_2aC_3$		Form I (intr.)	
to correspond with	كَاتَبَ	to write to	كَتَبَ إِلىٰ
Ali corresponded with the teacher.	عَلِيٌّ كَاتَبَ الْمُدَرِّسَ	Ali wrote to the teacher.	عَلِيٌّ كَتَبَ إِلىٰ الْمُدَرِّسِ
Ali entertained the teacher.	عَلِيٌّ جَالَسَ الْمُدَرِّسَ	Ali sat with the teacher.	عَلِيٌّ جَلَسَ مَعَ الْمُدَرِّسِ

Imperative

1. Formation

III	II	I
$C_1a:C_2iC_3$	$C_1aC_2C_2iC3$	$?vC_1C_2vC_3$
فَاعِلْ	فَعِلْ	إِفْعَلْ
		(v - vowel determined by the imperfect stem, ?u - if the middle radical is followed by - u; otherwise it is ?i-)

Examples:

	III	II	I	
WRITE!				
2 s.m.	كَاتِبْ	كَتِّبْ	اُكْتُبْ	يَكْتُبْ ـ اُكْتُبْ
2 s.f.	نَازِلِي	نَزِّلِي	إِنْزِلِي	يَنْزِلُ ـ إِنْزِلْ
2 d.	فَاتَحَا	فَتَّحَا	إِفْتَحَا	يَفْتَحُ ـ إِفْتَحْ
2 p.m.	كَاتِبُوا	كَتِّبُوا	أُكْتُبُوا	

Verb Form IV

1. Formation

This form is made by prefixing the syllable /?a-?/, indicated in writing by /?alif/. It has the same form as that of some colors (m.) and comparatives.

Imperfect	يُفْعِلُ	Perfect	
$yuC_1C_2iC_3$		$?aC_1C_2aC_3$	أَفْعَلَ

Meaning

a. Depending on usage both second and fourth forms of a verb may be causative. They may have similar or different meanings.

Examples:

Form IV		Form II		Form I	
he informed	أَعْلَمَ	he taught	عَلَّمَ	he knew	عَلِمَ
he was on strike	أَضْرَبَ	he shook, blended	ضَرَّبَ	he hit	ضَرَبَ
he was kind or good to someone	أَحْسَنَ	he improved (something)	حَسَّنَ	he, it looked good	حَسُنَ
approach, arrive	أَقْبَلَ	he kissed	قَبَّلَ	he admitted, accepted	قَبِلَ
he made someone hear	أَسْمَعَ	he recited	سَمَّعَ	he heard	سَمِعَ

I learned the news. عَلِمْتُ الْخَبَرَ .

I taught the student Arabic. عَلَّمْتُ الطالِبَ العَرَبِيَّةَ

I informed the President of the news. أَعْلَمْتُ الرَّئِيسَ بِالْخَبَرِ

b. Form IV comprises a great number of noun-derived verbs which are intransitive. Arabs often regard as an "act" what English speaking people view as a "state".

Examples:

Form IV		Nouns	
put forth leaves	أَوْرَقَ	leaves; foliage; paper	وَرَق
bear fruit	أَثْمَرَ	fruit	ثَمَر
to rain	أَمْطَرَ	rain	مَطَر
blossom, flourish	أَزْهَرَ	flowers	زَهر

Verb Form V

1. Formation

Form V is derived by prefixing /ta-/ to Form II.

Imperfect	Perfect
$yataC_1aC_2C_2aC_3$	$taC_1aC_2C_2aC_3$
يَتَفَعَّلُ	تَفَعَّلَ

2. Meaning

a. In addition to its intensiveness, Form V has a reflexive character denoted by /ta-/. Compared with Form II, Form V simply expresses the resulting action. When translated into English, it may be rendered in the passive voice.

Examples:

Form V		Form II	
learn; be educated	تَعَلَّمَ	teach	عَلَّمَ
receive	تَسَلَّمَ	give deliver	سَلَّمَ

"I taught the student Arabic." عَلَّمْتُ الطالِبَ العَرَبِيَّةَ

"The student learned Arabic." تَعَلَّمَ الطالِبُ العَرَبِيَّةَ

Form V		Form II	
become an Arab	تَعَرَّبَ	Arabize	عَرَّبَ
be broken into pieces	تَكَسَّرَ	smash	كَسَّرَ
be formed or composed	تَأَلَّفَ	form or compose	أَلَّفَ

b. When derived from a noun, Form V may convey the quality of the noun.

Examples:

Form V		Noun	
to become daring like a lion	تَأَسَّدَ	lion	أَسَد
to become cunning like a tiger	تَنَمَّرَ	tiger	نَمِر

c. In some cases, the reflexive feature of Form V is not obvious.

Form V		Form II	
(1a) to be acquainted (with someone)	تَعَرَّفَ بِ	to introduce (someone)	عَرَّفَ
(1b) to recognize, identify	تَعَرَّفَ عَلَىٰ	to define, give a definition	عَرَّفَ

Notice that the reflexive in Arabic is to be distinguished from the English passive. The passive voice ususally indicates that an agent is the cause of action, whereas the Arabic reflexive implies no such agent.

Verb Form VI

1. Formation

/ta-/ is prefixed to the perfect of Form III

Imperfect		Perfect	
$yataC_1a:C_2aC_3$	يَتَفَاعَلْ	$ta\text{-}C_1a:C_2aC_3$	تَفَاعَلَ

2. Meaning

a. Form III, as mentioned before, conveys the idea of effort or reciprocity, but when changed to Form VI it conveys both reciprocal and reflexive action. If the verb in Form III is transitive, its related Form VI

becomes intransitive.

Examples:

Form VI	Form III
The two friends corresponded (with each other) تَكـاتَبَ الصـدِيقانِ	The girl corresponded with her boy friend. كاتَبَت البِنْتُ صَدِيقَـها
The two friends met. تَقَـابَلَ الصدِيقَـانِ	The girl met her boy friend. قَابَلَت البِنْتُ صَدِيقَـها

b. Form VI may express pretense.

Form VI	Form I
The man pretended to weep. تَبَـاكَىٰ الـرَّجُـلُ	The man wept. بَـكَىٰ الـرَّجُـلُ
The mother pretended to be ill. تَمَـارَضَت الأُمُّ	The mother became ill. مَـرِضَت الأُمُّ

c. Form VI includes certain verbs of the reflexive associated with God's name.

Example:

(God who) is blessed and exalted (above all) تَبَـارَكَ وَتَعـالىٰ

3. Reciprocal actions usually require two parties or more. Using Form VI may imply "one another" or "one after the other".

Examples:

"The leaves fell (one after the other)." تَسـاقَطَت الأَوْرَاقُ

"People greeted (each other)." تَبَادَلَ النـاسُ التَحِيَّـةَ

Verb Form VII

1. Formation

Form VII is made by prefixing /?in-/ written إنْ to Form I. (1)

---

(1) In fact the radical /n/ نْ , with a suku:n, "نْ" is the original prefix. The /?i-/ إ is added just to facilitate pronunciation because it is difficult in Arabic to pronounce two consecutive consonants initially.

Imperfect		Perfect	
$yanC_1aC_2iC_3$	يَنْفَعِلُ	$?inC_1aC_2aC_3$	إِنْفَعَلَ

2. Meaning

Form VII denotes reflexive action but never assumes reciprocity. It is often translated into English passive.(1)

Examples:

Form VII		Form I	
was broken	إِنْكَسَرَ	break	كَسَرَ
was beaten	إِنْضَرَبَ	beat	ضَرَبَ
was heard	إِنْسَمَعَ	hear	سَمِعَ

3. Compare Forms V and VII.

VII	V
Passivity	Intensity or reflexive action
"The door was broken"	"The door was smashed"
إِنْكَسَرَ البَابُ	تَكَسَّرَ البَابُ
"The boy was recognized"	"The boy got acquainted with the girl"
إِنْعَرَفَ الوَلَدُ	تَعَرَّفَ الوَلَدُ عَلَى البِنْتِ

Verb Form VIII

1. Formation

Imperfect		Perfect	
$yaC_1taC_2iC_3$	يَفْتَعِلُ	$?iC_1taC_2aC_3$	إِفْتَعَلَ

Form VIII is derived from Form I, فَعَلَ by inserting the infix /-ta-/ تَ between the first and second radicals. Thus, it becomes فْتَعَلَ But, as in Form VII, it is difficult to pronounce the first radical because of the two consecutive consonants initially. An /?i-/ إِ is therefore prefixed

(1) It may be interesting to note that in colloquial (Cairene) Arabic this form, إِنْكَسَرَ is used rather than the passive form; thus كُسِرَ is used rather than to express the idea of "being broken".

to it and the final form becomes إِفْتَعَـلَ

2. Meaning

a. Form VIII may express the reflexive meaning of Form I.

Examples:

Compare:	Form VIII	Form I
	The professor met with the students.	The professor brought the students together.
	إِجْتَمَعَ الأُسْتَاذُ بِالطَلَبَةِ	جَمَعَ الأُسْتَاذُ الطَلَبَةَ

b. This form can also convey the idea of reciprocity. In this case it may express the same meaning as Form VI.

Example:

Form VIII	Form VI
إِقْتَتَلَ النَاسُ	تَقَاتَلَ النَاسُ
The people fought each other.	

c. In some instances Form VIII may be similar to V.

Form VIII	Form V
إِسْتَلَمَ الوَلَدُ الْكِتَابَ	تَسَلَّمَ الوَلَدُ الكِتَابَ
The boy received the book.	

d. In some cases usage is different.

Examples:

Form VIII	Form V
The president opened the factory. (inaugurated) إِفْتَتَحَ الرَّئِيسُ الْمَصْنَعَ	The doors were opened. تَفَتَّحَتِ الأَبْوَابُ

(Notice the verb in Form VIII may become transitive)

Verb Form IX

1. Formation

Imperfect		Perfect	
$yaC_1C_2aC_3C_3$	يَفْعَلُّ	$?iC_1C_2aC_3C_3$	إِفْعَـلَّ

Form IX is derived from Form I by doubling the third radical. To facilitate pronunciation it is prefixed with /?i-/ written ا

2. Meaning

This form expresses qualities, colors, and defects.

Examples:

The sky became red.	إِحْمَرَّتِ السَّمَاءُ
The tree (became) bent.	إِعْوَجَّتِ الشَّجَرَةُ

Verb Form X

1. Formation

Imperfect		Perfect	
$yaStaC_1C_2iC_3$	يَسْتَفْعِلُ	$?iStaC_1C_2aC_3$	اِسْتَفْعَلَ

Form X is formed by prefixing /?ista-/ written اِسْتَ to Form I. Again, the /?i-/ اِ is added for the same reason as in Forms VII and VIII, namely, to facilitate pronunciation. The first radical ف of Form I takes a "sukun" instead of a "fatha".

Examples:

The President met the Ambassador.	اِسْتَقْبَلَ الرَّئِيسُ السَّفِيرَ
They use our book.	هُمْ يَسْتَعْمِلُونَ كِتَابَنَا

2. Meaning

Form X gives Form IV, أَفْعَلَ, the reflexive character.

Examples:

Form X		Form IV	
seek information; inquire	اِسْتَعْلَمَ	inform	أَعْلَمَ
receive, welcome	اِسْتَقْبَلَ	arrive, approach	أَقْبَلَ
extract (e.g. metals from mines)	اِسْتَخْرَجَ	make someone leave, take something out	أَخْرَجَ

UNIT V

Grammatical Notes

Relative Pronouns

Connecting Non-Verbal Sentence Patterns.

Notice how the following two simple sentences are connected.

(1) This is a student. (١) هٰذا طَالِبٌ .

(2) The name of the student is Mohamad. (٢) إِسْمُ الطَّالِبِ مُحَمَّد .

(3) This is a student whose name is Mohamad. (٣) هَذا طالِبٌ إِسْمُهُ مُحَمَّد

(4) This is the student whose name is Mohamad. (٤) هَذا هُوَ الطَّالِبُ الَّذي إِسْمُهُ مُحَمَّد .

The patterns (5) and (5b) are simple sentence patterns.

(5) This student's name is Mohamad. (٥) هَذا الطَّالِبُ اسْمُهُ مُحَمَّد .

(5b) The name of this student is Mohamad. (٥ب) إِسْمُ هَذا الطَّالِبِ مُحَمَّد .

Connecting Verbal Sentence Patterns

Notice how the two simple sentences are connected.

(6) The girl student is learning Arabic. (٦) تَدْرُسُ الطَّالِبَةُ العَرَبِيَّةَ .

(7) I've met the girl student. (٧) قَابَلْتُ الطالِبَةَ .

(8) I've met the girl student who is learning Arabic (٨) قَابَلْتُ الطَّالِبَةَ الَّتي تَدْرُسُ العَرَبِيَّةَ .

(9) The girl student I've met is learning Arabic. (٩) الطَّالِبَةَ الَّتي قَابَلْتُهـا تَدْرُسُ العَرَبِيَّةَ .

(10) I've met a girl student (who is) learning Arabic. (١٠) قَابَلْتُ طَالِبَةً تَدْرُسُ العَرَبِيَّةَ .

Remarks:

1. Relative pronouns are inflected in the dual for nominative /-a:n/ ـانِ and for the accusative or genitive /-ayn/ ـَيْنِ

2. There are two sets: The first set (A) is the more commonly used in contemporary writing but the second often occurs in religious texts.

A.

s.m.	الَّذِي	nom. d.m.	اللَّذَانِ	f.	اللَّتَانِ	p.m.	الَّذِينَ
s.f.	الَّتِي	acc. d.m. or gen.	اللَّذَيْنِ	f.	اللَّتَيْنِ	p.f.	اللَّاتِي اللَّائِي

B.

pronominal suffix + إيَّا etc. إِيَّاهُ،إِيَّاهَا

e.g. إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ .

We worship Thee and seek They support.

3. Relative pronouns must agree with antecedent in number, gender and case.

4. Non-human objects are referred to as singular feminine.

e.g.

هَذِهِ هِيَ الكُتُبَ الَّتِي قَرَأْتُهَا .

These are the books that I have read.

5. who, which, that

Number	Feminine	Masculine
Singular	الَّتِي	الَّذِي
Dual nom.	اللَّتَانِ	اللَّذَانِ
" acc. and gen.	اللَّتَيْنِ	اللَّذَيْنِ
Plural	اللَّاتِي / اللَّوَاتِي / اللَّائِي	الَّذِينَ

Remarks:

1. Relative pronouns follow a definite antecedent and agree in number, gender (a subject marker), and case (nominative and accusative or genitive).

Examples:

The boy who entered the mosque was a student. (m.)

الوَلَدُ الَّذِي دَخَلَ المَسْجِدَ كَانَ طَالِباً

The girl who arrived at the airport is Nadya.

البِنْتُ الَّتِي وَصَلَتِ المَطَارَ هِيَ نَادِيَة .

The two girls who arrived at the airport are my sisters.

البِنْتَانِ اللَّتَانِ وَصَلَتَا المَطَارَ هُمَا أُخْتَاي .

Indeed the two girls who arrived at the airport are my sisters.

إِنَّ البِنْتَيْنِ اللَّتَيْنِ وَصَلَتَا المَطَارَ هُمَا أُخْتَايَ .

The people who are in the mosque are Muslims.

أَلنَّاسُ الَّذِينَ فِي المَسْجِدِ هُمْ مُسْلِمُونَ .

The girls who went to Cairo were students.

البَنَاتُ اللَّاتِي ذَهَبْنَ إِلَىٰ القَاهِرَةِ كُنَّ طَالِبَات .

2. Arabic relative pronouns do not follow indefinite antecedents. Consequently, when the antecedent is indefinite the relative clause follows without a relative pronoun.

Examples:

A boy who took off his shoes entered. دَخَلَ وَلَدٌ خَلَعَ حِذَاءَهُ .

Boys who took off their shoes entered. دَخَلَ أَوْلَادٌ خَلَعُوا أَحْذِيَتَهُمْ .

A boy whom Mark knows, entered. دَخَلَ وَلَدٌ يَعْرِفُهُ مَارْك .

3. A relative clause may include a resumptive pronoun. الضَّمِيرَ العَائِد .

Examples:

The student whose brother wrote the book went out.

خَرَجَ الطَّالِبُ الَّذِي كَتَبَ أَخُوهُ الْكِتَابَ .

The student whom Nadia met went out.

خَرَجَ الطَّالِبُ الَّذِي قَابَلَتْهُ نَادْيَة .

The student whose sister Nadia met, went out.

خَرَجَ الطَّالِبُ الَّذِي قَابَلَتْ نَادْيَة أُخْتَهُ .

The student whom Nadia welcomed, went out.

خَرَجَ الطَّالِبُ الَّذِي رَحَّبَتْ بِهِ نَادْيَة .

The student with whose sister Nadia entered, went out.

خَرَجَ الطَّالِبُ الَّذِي دَخَلَتْ نَادْيَة مَعَ أُخْتِهِ .

4. Resumptive pronouns are sometimes omitted when relative nouns introduce relative clauses:

Examples:

This is what I have written هَذَا مَا كَتَبْتُ .

or

This is what I have written. هٰذا ما كَتَبْتُهُ

The use of مَنْ ، بِمَا

Examples:

Mark saw what pleased him. (things) شاهَدَ مارْك مَا أَفْرَحَهُ

Mark got acquainted with those whom he met. (people) تَعَرَّفَ مارْك عَلىٰ مَنْ قابَلَهُمْ

III the use of إِيّا

إِيّا is a stem to which pronominal suffixes are appended. However, its use is limited to

a. religious texts

Examples:

We worship Thee إِيّاكَ نَعْبُدُ

and we beseech Thee وَإِيّاكَ نَسْتَعِينُ

---

me	إِيّايَ
you (s.m.)	إِيّاكَ
" (s.f.)	إِيّاكِ
him	إِيّاهُ
her	إِيّاها
you (dual)	إِيّاكُما
You (pl. m.)	إِيّاكُمْ
You (pl. f.)	إِيّاكُنَّ
them (dual)	إِيّاهُما

them (pl. m.)	إِيَّاهُمْ
them (pl. f.)	إِيَّاهُنَّ

b. expressions of warning.

e.g. Don't touch that boy. إِيَّاكَ وَهَذا الوَلَد

c. informal expressions

e.g. "The same boys". الوَلَدُ إِيَّاهُ

Unit VI

Grammatical Notes

I. Prepositions and Adverbial Particles: Arab grammarians list at least 20 prepositions. Among the most common prepositions and adverbial particles are the following given with some of their basic meanings:

to, toward, until	إِلَىٰ	from, of	مِنْ
on, to	عَلَىٰ	with	مَعَ
about	عَنْ	in, at	فِي
around, about	حَوْلَ	at, by	عِنْدَ
under, below	تَحْتَ	above, up	فَوْقَ
since	مُنْذُ / مُذْ	until	حَتَّىٰ
except	عَدَا		

One-letter particles to be joined to the word following it:

with, by means of, in	بِـ	(الْبَاء)
like, as	كَ	(الكَاف)
for, to, of	لِـ	(اللَّام)

Prepositions and adverbial particles form idiomatic expressions with verbs and nouns:

Examples:

arrive at	وَصَلَ (إِلَىٰ)	be afraid of	خَافَ مِنْ
enjoy	تَمَتَّعَ بِـ	look at	نَظَرَ إِلَىٰ
in Arabic	بِالْعَرَبِيَّةِ	learn of the news	عَلِمَ بِالْخَبَرِ
before	مِنْ قَبْلُ	on Friday	فِي يَوْمِ الْجُمْعَةِ
at/by night	بِاللَّيْلِ	welcome him	رَحَّبَ بِهِ
by God	بِاللّٰهِ		

Particle + Noun	quickly	بِسُرْعَةٍ
	slowly	بِبُطْءٍ
	carefully	بِعِنَايَةٍ

A. Prepositions with nouns:

The noun following a preposition is always in the genitive case (i.e. ending with a 'kasra' except with diptotes, which end with 'fatha'). Notice the assimilation in pronunciation. (e.g. /?ilalbayti/ إِلى الْبَيْتِ /filbayti/ في البَيْتِ)

Examples:

in the house	فِي الْبَيْتِ
with the girl	مَعَ البِنْتِ
to the city	إِلىٰ الْمَدِينَةِ
from Egypt (diptote)	فِي مِصْرَ
on the table	عَلىٰ المَائِدَةِ

B. Prepositions combine with pronominal suffixes to form words. For example, "with him" is expressed as مَعَهُ

with him	*مَعَهُ
with her	مَعَهَا
with them (dual)	*مَعَهُمَا
with them (m. pl.)	*مَعَهُمْ
with them (f. pl.)	مَعَهُنَّ
with you (m.s.)	مَعَكَ
with you (f.s.)	مَعَكِ
with you (dual)	مَعَكُمَا
with you (plural)	مَعَكُمْ
with me	مَعِي
with us	مَعَنَا

* Note: The ه (هـ) of these suffixes changes to ه when the final letter of the preposition is ي or ى (as in the cases of إِلىٰ/ في and عَلىٰ).

Moreover, if the final letter of the preposition is ?alīf maqsurah' (ى), this letter changes to يْ (with a sukūn) pronounced as a diphthong /-ay-/ when used with any of the pronominal suffixes:

إِلَيْهِ /?ilayhi/	فِيهِ
إِلَيْها	فِيهَا
إِلَيْهِما	فِيهِمَا
إِلَيْهِمْ	فِيهِمْ
إِلَيْهِنَّ	فِيهِنَّ
إِلَيْكَ	فِيكَ
إِلَيْكِ	فِيكِ
إِلَيْكُما	فِيكُما
إِلَيْكُمْ	فِيكُمْ
إِلَيْكُنَّ	فِيكُنَّ
إِلَيَّ	فِيَّ
إِلَيْنا	فِينَا

* Note that when the first person singular pronominal suffix is attached to a preposition ending in ى or ي, the/ ya:?/ gets a šadda. Thus ?ila الى ?ilayya, إِلَيَّ fi: فِي fiyya. Except for 2.d. and 2.p.m. when pronominal suffixes are attached to nouns ending with kasrah or damma the vowel of the pronoun suffix also changes. Thus nouns ending with damma or fatha are followed by damma; otherwise it is followed by kasrah.

عَلَىٰ كِتابِهـا	عَلَىٰ كِتابِـكَ
علىٰ كِتابِـهِ	علىٰ كِتابِـكِ
علىٰ كِتابِهِما	علىٰ كِتابِكُما
علىٰ كِتابِهِمْ	علىٰ كِتابِـكُمْ
علىٰ كِتـابِي	علىٰ كِتابِنَـا

II. Verb Forms

A. Form V.

1. Formation: Form V is derived by prefixing the syllable ta- to Form II.

Form II - perfect	Form V - perfect
$C_1aC_2C_2aC_3$	$taC_1aC_2C_2aC_3$

Using the model verb 'fa ع ala':

Form II - perfect	Form V - perfect
فَعَّلَ	تَفَعَّلَ

2. Meaning: In addition to its intensiveness, Form V has a reflexive character. Form V expresses the state into which the object of the action denoted by Form II is brought by the action as its effect or result. When translated into English it is often rendered in the passive voice.

Example:

Form I	to know	عَلِمَ
	to know	عَرَفَ
Form II	to teach	عَلَّمَ
	to introduce (i.e. causative; to make someone know someone or something).	عَرَّفَ
Form V	to learn; to be educated	تَعَلَّمَ
	to become acquainted with someone.	تَعَرَّفَ بِـ

3. Principal Parts of Form V.

Passive Participle	Active Participle	Masdar	Imperative
مُتَفَعَّل	مُتَفَعِّل	تَفَعُّل	تَفَعَّلْ
مُتَعَرَّف	مُتَعَرِّف	تَعَرُّف	تَعَرَّفْ
مُتَعَلَّم	مُتَعَلِّم	تَعَلُّم/ تَعْلِيم	تَعَلَّمْ

Imperfect	Perfect
يَتَفَعَّلُ	تَفَعَّلَ
يَتَعَرَّفُ	تَعَرَّفَ
يَتَعَلَّمُ	تَعَلَّمَ

B. Form VI.

1. Formation: Form VI is derived by prefixing the syllable ta- to Form III.

Form III - perfect	Form VI - perfect
$C_1aC_2aC_3$	$taC_1aC_2aC_3$

Using the model verb fa ala:

Form III - perfect	Form VI - perfect
فَاعَلَ	تَفَاعَلَ

2. Meaning:

a. Form III conveys the idea of effort of reciprocity, but when changed to Form VI it conveys both reciprocal and reflexive action. No object is necessary.

Example:

Form III: كَاتَبَ to correspond with, write to someone.

The girl wrote to her boyfriend. كَاتَبَت البِنتُ صَدِيقَها

Form VI: تَكَاتَبَ to correspond with one another.

The two friends wrote to each other. تَكَاتَبَ الصدِيقَانِ

b. Form VI may express the pretension of an act:

Form I: The mother became ill. مَرِضَت الأُمُّ

Form VI: The mother pretended to be ill. تَمَارَضَت الأُمُّ

c. Form VI includes certain verbs of the reflexive associated with God's name.

Example:

(God who) is blessed and exalted (above all). تَبَارَكَ وَتَعَـالَىٰ

3. Principal Parts of Form VI

Passive participle	Active participle	Masdar	Imperative
مُتَفَـاعَـــل	مُتَفَـاعِـــل	تَفَاعُـلْ	تَفَـاعَـــلْ

Imperfect	Perfect
يَتَفَاعَـــلُ	تَفَاعَـلَ

See Units II, III.

III. Verb Tenses: The most commonly used verb tenses in Arabic are as follows.

A. The Perfect Tense (الماضـي) which indicates that the action has been completed. Without a time word the action may be translated into the English "present perfect".

Examples:

I have seen the pyramid. شَـــاهَـدْتُ الْهَـــرَمَ

or

Yesterday I saw the pyramid. شَـــاهَـدْتُ الهَـــرَمَ أَمْـسِ

1. If the perfect is preceded by the particle, قـد or initial لَقَـدْ it implies with additional certainty that the act has been completed. It may also imply that the action has been completed prior to the statement.

Examples:

لَقَـدْ / قَـدْ شَـاهَدْتُ الهَـرَمَ

(Indeed), I have seen the pyramid. (i.e. with certainty).

Your friend has (just) arrived. صَـدِيقُـكَ قَـدْ حَضَـــرَ

إِبْنَتُكَ قَدْ خَرَجَتْ Your daughter (just) left.

2. If the perfect is preceded by the verb ka:na, the English translation is rendered by the past perfect.

Example:

شَاهَدَ الطالِبُ الهَرَمَ وكانَ (قَدْ) سَمِعَ عَنْهُ فِي أَمرِيكا

"The student saw the pyramid which he had heard (lit.: and he had heard) about in America.

3. The perfect may also be preceded by ka:na كانَ with the particle 'qad' interposed between the two. In this case, the meaning is again in the past perfect.

Example:

كُنْتُ قَدْ سَافَرْتُ إِلىٰ مِصْرَ ، ثُمَّ شَاهَدْتُ الْهَرَمَ

I had travelled to Egypt; I then saw the pyramid.

B. The Imperfect Tense - (the prefixed form) indicates that the action has begun but is not yet complete. The time of the action may be present of future.

1. Standing alone (with no verb particles) the imperfect may express either continuous or habitual action.

Examples:

الآنَ أُشَاهِدُ الْهَرَمَ I am watching the pyramid now.

كُلَّ يَوْمٍ أُشاهِدُ الْهَرَمَ Every day I see the pyramid.

2. The future may be expressed using the imperfect and a time word as follows:

a. Standing alone, with the future indicated by the context:

غَداً أُشَاهِدُ الْهَرَمَ

Tomorrow I will see the pyramid.

b. By prefixing the letter سَـ to the imperfect verb:

Tomorrow I will see the pyramid. غَـداً سَـأُشَـاهِدُ الْهَرَمَ

c. Or, by placing the independent particle سـوف before the imperfect verb.

Tomorrow I will see the pyramid. غَـداً سَوْفَ أُشَاهِدُ الْهَـرَمَ

Note: The particles sawfa and sa- have the effect of making the futurity of the action more definite.

3. The imperfect may also be preceded by the particle 'qad' قَـدْ When this occurs a degree of uncertainty is introduced:

Tomorrow I may see the pyramid. غَـداً قَـدْ أُشـاهِدُ الهَـرَمَ

4. When the imperfect is preceded by the verb كانَ the meaning past, habitual or continuous action is implied.

He used to see the pyramid every day. كانَ يُشَاهِدُ الهَرَمَ كُلَّ يَـوْمٍ

كانَ الرَّئِيسُ يَدْرُسُ فِي الجامِعَـةِ الأَمْرِيكِيَّـةِ

The President used to study at the American University. Or
The President was studying at the American University.

IV. The Negative Particles:

The following particles may be used to negate the verb:

A. The particle مـا may be used to negate a verb in either the perfect or the imperfect. If ma: is used with a verb in the imperfect, the verb remains in the indicative case and the time expressed is the habitual or continuous present.

I do not drink coffee. Or, مـا أَشْـرَبُ القَهْـوَةَ
I am not drinking coffee.

He is not looking at the pyramid. مـا يُشَـاهِدُ الهَـرَمَ

With the perfect past or present perfect is implied:

I have not drunk coffee. or, مـا شَـرِبْتُ القَهْـوَةَ
I did not drink the coffee.

B. The particle لا, which is more common is often used with the imperfect indicative.(1) The meaning retains the general idea of incompleteness and duration:

I do not drink coffee. or, I am not drinking coffee. لا أَشْرَبُ القَهْوَةَ

C. The particle لَنْ is used only with the imperfect subjunctive. It is a strong negation of the future.

I will (never) drink coffee. لَـنْ أَشْـرَبَ القَهْـوَةَ

D. The particle لم is used with the imperfect jussive. The time implied is the past.

They did not drink the coffee. or, لَـمْ يَشْـرَبُوا القَـهْوَةَ
They have not drunk the coffee.

V. Special Formula: "as for..."

In Arabic the structure أَمَّـا .. is followed by the particle فَ with the meaning of "as for..."

For example:

As for the boy, he did not study the lesson. أَمَّـا الوَلَدُ فَلَمْ يَدْرُسْ الدَّرْسَ
As for her, she rode a camel. أَمَّـا هِـيَ فَرَكِبَتْ جَمَـلاً

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(1) The use of لا with the perfect may occur in expressions such as:
He neither prayed nor fasted. لا صَـلَّـىٰ وَلا صَـامَ

UNIT VII

Grammatical NOtes

I. Use of بَعْـــض

A. Meaning: some, some of, a part of, each other.

B. Patterns with بَعْـــض

1. It is often used in construct with the genitive of a plural or a collective and occasionally with a singular form.

Examples:

رَأَىٰ بَعْـضُ الطَّلَبَـةِ الأَهْـرَامَ فِي مِصْـرَ

Some of the students saw the pyramids in Egypt.

كانَ الوَلَدُ يَأْكُلُ بَعْـضَ الكَعْكِ فِي كُلِّ بَيْتٍ زَارَهُ

The boy used to eat some cake in every house he visited.

2. It may also be used with a pronominal suffix.

أَكَـلَ الكَعْـكَ وَكانَ بَعْضُـهُ لَذِيـذاً

He ate the cake and some of it was delicious.

3. Note the use of the Idiom (البَعْض) مَعَ بَعْضِهِمْ "with each other"

تَبَادَلُوا الزِيارَاتِ مَعَ بَعْضِهِـمْ كُلَّ اليَـوْمِ

They exchanged visits with each other all day.

4. Sometime: some of the time. بَعْـض الوَقْـتِ

II. Use of كُلَّمـا

A. Meaning: whenever, as often as. This form should be distinguished from كُـلّ ما "all that..."

B. Usage: Although it is often followed by the perfect, the time expressed may be non-past. The use of ka:n would render it definite past.

كُلَّمَا دَخَـلَ بَيْتـاً أَكَـلَ الكَعْـكَ

Whenever he entered (or "enters") a house, he ate (or "eats") cake.

وَكانَ يَأْكُلُ الكَعْكَ كُلَّما دَخَلَ بَيْتاً

He used to eat cake whenever he entered a house.

كُلَّما سافَرَ إلىٰ القاهِرَةِ يُشاهِدُ الأَهْرامَ

or

كُلَّما يُسافِرُ إلىٰ القاهِرَةِ يُشاهِدُ الأَهْرامَ

Whenever he travels to Cairo, he sees the pyramids.

2. In modern usage for repetitive or habitual action, the imperfect may be used.

كُلَّما يَقُولُ واحِدٌ : أَهْلاً وَسَهْلاً يَقُولُ لَهُ الآخَرُ :أَهْلاً بِكَ

Whenever one says, "'ahlan wa sahlan", the other one says, "'ahlan bik".

III. Use of the particles بَعْدَ (after), قَبْلَ (before), and عِنْدَ (at) with verbs.

A. These particles can function as conjuctions (with verbal clauses) only if followed by ما or أَنْ Otherwise a noun or <u>verbal noun</u> must be used instead of the verb.

B. With بَعْدَ the imperfect or perfect tense is usually used and the particle may be either ما or أَنْ

بَعْدَ ما يَزُورُ أَصْدِقاءَهُ يَرْجِعُ الى البيت

After he visits his friends, he returns home.

بَعْدَ ما زارَ أَصْدِقاءَهُ رَجَعَ إلىٰ البَيْتِ

After he had visited his friends, he returned home.

بَعْدَ أَنْ زارَ أَصْدِقاءَهُ رَجَعَ إلىٰ البَيْتِ

بَعْدَ زِيارَةِ أَصْدِقائِهِ رَجَعَ إلىٰ البَيْتِ

C. With قبل أن , the imperfect is more often used.

قَبْلَ أَنْ يَذْهَبَ إلىٰ أَسْوان دَرَسَ تارِيخَها / قَبْلَ الذَّهابِ ....

Before going to Aswan, he studied its history

D. عند ما may be used with either the perfect or the imperfect. It is used only with . The conjunction عند ما has the meaning of "when" and serves to introduce a dependent clause.

When he visited Egypt, he saw the pyramids عِنْدَ ما زارَ مِصْرَ شاهَدَ الأَهْرامَ
عِنْدَ زِيارَةِ مِصْرَ شاهَدَ الأَهْرامَ

When Bassam travels to Cairo, he visits his friend.
عِنْدَ ما يُسافِرُ بَسّامُ إِلىٰ القاهِرَةِ يَزُورُ صَدِيقَهُ

IV. Use of آخِر / أَخِير (fem. أَخِيرَة); آخَر (fem. أُخْرىٰ)

A. آخر is usually used as the first member of a construct phrase and has the meaning of "the last or end of...."

At the end of the year. فِي آخِرِ السَّنَةِ (فِي آخِرِها)

At the end of the month. فِي آخِرِ الشَّهْرِ (فِي آخِرِهِ)

This is the last hour. (The pattern may also refer to the latest news or "stop press", or to the magazine by that name).
هٰذِهِ هِيَ آخِرُ سَاعَةٍ

B. أخير (fem. أخيرة) is used as an adjective and therefore follows the noun and agrees with it in gender and definiteness.

In the last month فِي الشَّهْرِ الأَخِيرِ

the last days الأَيَّامُ الأَخِيرَةُ

the last hour السَّاعَةُ الأَخِيرَةُ

C. آخَر (fem. أُخْرَىٰ; plural أُخَر; m.pl. آخَرُونَ fem. pl. أُخْرَيات)

This word is, in the singular, a diptote and follows the noun agreeing with it in gender and definiteness (although if the noun is indefinite, then آخَـر f. أُخْـرَىٰ) will also be indefinite but without nunation.

The other boy	الوَلَدُ الآخَرُ
Another boy	وَلَدٌ آخَـرُ
The other girl	البِنْـتُ الأُخْرَىٰ
Another girl	بِنْتٌ أُخْرَىٰ
My other friends	أَصْـدِقَائِي الأُخَرُ / الآخَـرُونَ
The other girls	البَنَاتُ الأُخْرَيَاتُ
أَوْ The other girls	البَنَاتُ الأُخَـرُ
The other men	الرِّجَالُ الآخَرُونَ
أَوْ The other men	الرِّجَال الأُخَرُ

Note: Idiomatic use with independent pronouns

He, too	هُوَ الآخَرُ

V. Uses of جَمِيـع and كُلّ is as follows:

A. In construct with another noun.

1. If the second member of the construct phrase is a definite noun in the singular the phrase has the meaning of "all of the..."

All day (lit: all of the day)	كُلّ اليَوْم
The whole university (lit: all of the university)	كُلّ الجَامِعَـة

Note: In this sense, جَمِيـع is rarely used. A variation of this pattern is when the noun is followed by كُلّ with the antecedent pronoun attached to the latter.

The whole university (lit: The university, all of it).	الجامِعَـةُ كُلُّهـا

2. If the second member of the construct phrase is a definite noun in the plural, then the phrase has the meaning of all of the members of that group of things.

جَمِيعُ الكُتُبِ — All the books.

كُلُّ الأَوْلاَدِ — All the boys.

3. If the second member of the construct phrase is an indefinite noun in the singular, the phrase has the meaning of "every" or "each". This construction is often used with time expressions.

كُلُّ وَلَدٍ — Every boy

كُلَّ يَوْمٍ — Every day

كُلَّ سَنَةٍ — Every year

Note: As an adverb of time, the first member of these construct phrases is acc. with a fatha.

B. جَمِيع and كُلّ may also stand alone, usually with the definite article, or a pronoun suffix.

جَاءَ الكُلُّ — كَاءُوا كُلُّهُمْ — All of them came/Everyone came.

جَاءَ الجَمِيعُ — جَمِيعُهُمْ جَاءُوا — (same)

UNIT VIII

Grammatical Notes

I. Use of لِأَنَّ (because):

A. It may be followed by a pronoun.

Examples:

Third person masculine لِأَنَّ + هُ ——— لِأَنَّهُ

First person * لِأَنَّنِي لِأَنَّ + نِي

B. It may be followed by a substantive in the accusative case. Contrast:

He didn't go by car because the mosque was near.

لَمْ يَرْكَبْ السَّيَّارَةَ لِأَنَّ الجَامِعَ قَرِيبٌ .

with

He didn't go by car because it was near.

لَمْ يَرْكَبْ السَّيَّارَةَ لِأَنَّهُ قَرِيبٌ .

Note: The form لِأَنَّ cannot be followed directly by a verb. It should be distinguished from أَنْ "to, that", and إِنْ "if".

II. Comparative and Superlative:

A. Formation: For both comparative and superlative (or elative) the following form is used:

$aC_1C_2aC_3$ أَفْعَـل

Or, using the model root فعـل

Note that words formed on this pattern are diptotes.

B. The comparative is expressed by putting the adjective into the pattern أَفْعَـل followed by مِنْ

Damascus is an old city. دِمَشْـقُ مَدِينَةٌ قَدِيمَـةٌ .

Damascus is older than Cairo. دِمَشْـقُ أَقْدَمُ مِنَ القَاهِرَةِ .

* Note: The first person singular suffix may optionally be attached as follows: لِأَنِّي

C. The comparative may also be expressed by one of the following patterns in which the comparative form is preceded by and followed by the noun in the genitive plural (definite or in construct with a definite plural).

Compare:

جَامِعُ الأَزْهَرِ مِنْ أَقْدَمِ الجَوَامِعِ فِي القَاهِرَةِ .

The Azhar mosque is one of the oldest mosques in Cairo.

هٰذا الجَامِعُ مِنْ أَقْدَمِ جَوامِعِ القَاهِرَةِ .

This mosque is one of Cairo's oldest mosques.

هٰذِهِ الكَنِيسَةُ مِنْ أَجْمَلِ الكَنَائِسِ فِي بَيْرُوت .

This church is one of the most beautiful churches in Beirut.

بَيْرُوت وَدِمَشْق مِنْ (من بَيْن) أَجْمَلِ مُدُنِ الشَّرْقِ الأَوْسَط .

Beirut and Damascus are among the most beautiful cities of the Middle East.

D. Superlative: There are three ways to express the superlative:

1. By the comparative form followed by the genitive singular indefinite:

القَاهِرَةُ هِيَ أَكْبَرُ مَدِينَةٍ فِي مِصْر .

Cairo is the largest city in Egypt.

هُوَ أَحْسَنُ رَجُلٍ .

He is the best man.

2. By the comparative form followed by the genitive plural definite:

هٰذَا هُوَ أَقْدَمُ الجَوَامِعِ فِي المَدِينَةِ .

This is the oldest mosque in the city.

(lit: This is the oldest of the mosques in the city.)

3. By the noun and/or the comparative form agreeing in number, gender, definiteness, and case.

Masculine superlative pattern ?aC$_1$C$_2$aC$_3$ أَفْعَل

Feminine superlative pattern:	$C_1uC_2C_3a$	فُعْلَى
Plural superlative pattern:	$C_1uC_2C_3$	فُعْل

or,

Masculine plural superlative pattern:	$?aC_1C_2aC_3u:na$	أَفْعَلُونَ
Feminine plural superlative pattern:	$C_1uC_2C_3aya:t$	فُعْلَيات
Masculine dual superlative pattern:	$?aC_1C_2aC_3a:ni$	أَفْعَلانِ
Feminine dual superlative pattern:	$C_1uC_2C_3ay\ a:ni$	فُعْلَيانِ

Equivalent Patterns

He is the oldest boy in the school.

هُوَ أَكْبَرُ وَلَدٍ فِي الْمَدْرَسَةِ . هُوَ الْوَلَدُ الأَكْبَرُ فِي الْمَدْرَسَةِ .

She is the oldest girl in the school.

هِيَ أَكْبَرُ بِنْتٍ فِي الْمَدْرَسَةِ . هِيَ البِنْتُ الْكُبْرَى فِي الْمَدْرَسَةِ .

They are the oldest boys (children in the school.

هُمْ أَكْبَرُ الأَوْلادِ فِي الْمَدْرَسَةِ . هُمُ الأَوْلادُ الأَكْبَرُونَ فِي الْمَدْرَسَةِ .

These forms may also be used without the nouns to which they refer.

He is the oldest.	هو الأَكْبَرُ
They (dual) are the oldest.	هُما الأَكْبَرانِ
She is the oldest.	هِي الكُبْرَى
They (fem. dual) are the oldest.	هُما الكُبْرَيانِ
They (fem.) are the oldest.	هُنّ الكُبْرَيات
He is the greatest.	هو الأَعْظَمُ
She is the greatest.	هي العُظْمَى
They (m.pl.) are the best.	هم الأَفْضَلُونَ
They (fem. dual) are the best.	هما الفُضْلَيانِ

E. No comparative can be formed from verbal adjectives that denote colors or deformities because they have the same form $?aC_1C_2aC_3$ أفعل

The boy is lame. الوَلَدُ أَعْرَجُ

The flag is red. العَلَمُ أَحْمَرُ

To express comparison with these and other forms certain comparatives, such as أَشَدّ ('stronger'), أَكْثَر ('more') أَحْسَن ('better') etc. Precede the corresponding abstract or verbal noun in the accusative indefinite (called 'adverb of specification' or تَمْيِيز)

redder (stronger with respect to redness). أَشَدُّ احْمِرَاراً

milder (more as to mildness). أَكْثَرُ اعْتِدَالاً

a better mind (better as to thinking) أَحْسَنُ تَفْكِيراً

F. An elative may also be formed from a verb. If the verb is transitive, the object is preceded by the preposition لِ :

هُوَ أَطْلَبُ لِلْمَعْرِفَةِ مِنْكُمْ .

He seeks knowledge more than you do.

The Muslim loves God more than himself. . المُسْلِمُ أَحَبُّ لِلّٰهِ مِنْ نَفْسِهِ

Note: Derived verbal adjectives of the form أَفْعَل which signify love or hatred, take the object with لِ when they are used in an active (direct) sense, as in the above two examples. But when they have the passive (indirect) sense, they take the subject with the preposition الى as in the following examples:

المُؤْمِنُ أَحَبُّ إِلَى اللّٰهِ مِنْ غَيْرِهِ .

The believer is loved more by God than anyone else.

هُوَ أَبْغَضُ إِلَيَّ مِنْهَا

I hate him more than her. / He is more hateful to me than she.

III. To express desire or wish there are two ways in which the verb أَرَادَ is used:

A. The verb أَرَادَ (يُرِيدُ) plus the particle أَنْ followed by the imperfect subjunctive:

He wanted to see the pyramid. أَرَادَ أَنْ يُشَاهِدَ الْهَرَمَ .

Do you (f.s.) want to go to Cairo?

هَلْ تُرِيدِينَ أَنْ تَذْهَبِي إِلَىٰ الْقَاهِرَةِ ؟

Note: The two verbs must agree in number and person if they refer to the same subject.

B. Or, أَرَادَ (يُرِيدُ) plus the masdar with direct object as the second member of the resulting construct phrase:

أَرَادَ مُشَاهَدَةَ الْهَرَمِ . / أَرَادَ مُشَاهَدَتَهُ .

He wanted to see the pyramid. / He wanted to see it.

تُرِيدُ الذَّهَابَ إِلَىٰ القَاهِرَةِ .

She wants to go to Cairo.

Note that if the verb is intransitive the derived masdar is definite (not ذَهَاباً but, الذَّهَاب)

IV. Use of لِكَيْ and لِ to express purpose.

لِ is a one-letter particle which is prefixed to the following verb.

لِكَيْ is used as a separate word and stands before the verb.

Both particles cause the verb to be in the subjunctive.

سَافَرَ إِلَىٰ القَاهِرَةِ لِيُشَاهِدَ الْهَرَمَ .

He went to Cairo in order to see the pyramid.

دَخَلَتِ الْبَيْتَ لِكَيْ تَأْكُلَ الكَعْكَ .

She entered the house to (in order to) eat the cake.

Purpose may also be expressed by the preposition لِ plus the masdar. The masdar will thus be in the genitive case and the direct object (if the verb is transitive) will be the second member of the resulting construct phrase:

سَافَرَ إِلَىٰ القَاهِرَةِ لِمُشَاهَدَةِ الْهَرَمِ .

He went to Cairo in order to see the pyramid.

دَخَلَتْ البَيْتَ لِأَكْلِ الكَعْكِ .

She entered the house to eat the cake.

But if the verb is intransitive, its masdar must have the article. أل

دَخَلَ الجَامِعَ لِلصَّلَاةِ .

He entered the mosque to pray.

UNIT IX

Grammatical Notes

I. The Five "Special" Nouns: In Arabic, there are five nouns which, when in construct, end with the long vowel corresponding to the word's case:

Construct: Genitive	Accusative	Nominative	Meaning	Absolute
أَخِـي	أَخـا	أَخُـو	brother	أَخ
أَبِي	أَبا	أَبُـو	father	أَب
فِـي (1)	فَا	فُـو	mouth	فَـم
حمِي	حَمـا	حَمُو	father-in-law	حَـم
ذِي	ذَا	ذُو	possessor, owner of	(used only in construct)

Note: If the first person singular pronominal ending, ـي (my), is used, the word ends in ـي regardless of the case: 'My brother': أَخِـي 'my father': أَبِي 'my mouth': فِي 'my father-in-law': حَمِـي

Examples:

This is her eldest brother. هذا أَخُـوها الأَكْبَرَ .

I met her eldest brother. قَابَلْتُ أَخَـاها الأَكْبَرَ .

The letter is from her eldest brother. الخِـطَابُ مِنْ أَخِيـها الأَكْبَرَ .

II. Finally Weak Verbs.

Finally weak verbs are of three types:

1. Those for which the final radical is ?alif in the perfect and wa:w in the imperfect.

Example: دعَـا perfect يَدْعُـو imperfect "invite"

2. Those in which the final radical is ?alif maqsu:ra in the perfect and

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(1) In modern usage the word فَم may be used as a regular noun i.e. فَمُـهُ، فَمِـي etc... "his mouth", "my mouth".

ya:? in the imperfect:

Example:

رَمَى perfect يَرْمِي imperfect

3. Those in which the final radical is ya:? in the perfect and ?alif maqsu:ra in he imperfect:

Example:

بَقِيَ perfect يَبْقَى imperfect

Note the conjugation of these verbs compared with that of a regular Form I verb:

Imperfect	Perfect	Imperfect	Perfect	Pronoun
يَدْعُو	دَعَا	يَكْتُبُ	كَتَبَ	هو
تَدْعُو	دَعَتْ	تَكْتُبُ	كَتَبَتْ	هي
تَدْعُو	دَعَوْتَ	تَكْتُبُ	كَتَبْتَ	أنتَ
تَدْعِينَ	دَعَوْتِ	تَكْتُبِينَ	كَتَبْتِ	أنتِ
أَدْعُو	دَعَوْتُ	أَكْتُبُ	كَتَبْتُ	أنا
يَدْعُوانِ	دَعَوا	يَكْتُبانِ	كَتَبا	هُما
تَدْعُوانِ	دَعَتَا	تَكْتُبانِ	كَتَبَتَا	هُما
تَدْعُوانِ	دَعَوْتُما	تَكْتُبانِ	كَتَبْتُما	أَنْتُما
يَدْعُونَ	دَعَوْا	يَكْتُبُونَ	كَتَبُوا	هُمْ
يَدْعُونَ	دَعَوْنَ	يَكْتُبْنَ	كَتَبْنَ	هُنَّ
تَدْعُونَ	دَعَوْتُمْ	تَكْتُبُونَ	كَتَبْتُمْ	أَنْتُمْ
تَدْعُونَ	دَعَوْتُنَّ	تَكْتُبْنَ	كَتَبْتُنَّ	أَنْتُنَّ
نَدْعُو	دَعَوْنا	نَكْتُبُ	كَتَبْنا	نَحْنُ

Imperfect	Perfect	Imperfect	Perfect	Pronouns
يَبْقَى	بَقِيَ	يَرْمِي	رَمَى	هو
تَبْقَى	بَقِيَتْ	تَرْمِي	رَمَتْ	هي
تَبْقَى	بَقِيْتَ	تَرْمِي	رَمَيْتَ	أنتَ
تَبْقِينَ	بَقِيْتِ	تَرْمِينَ	رَمَيْتِ	أنتِ

Pronoun	Perfect	Imperfect	Perfect	Imperfect
أنا	رَمَيْتُ	أَرْمِي	بَقَيْتُ	أَبْقَىٰ
هما	رَمَيا	يَرْمِيانِ	بَقِيا	يَبْقَيانِ
هما	رَمَتا	تَرْمِيانِ	بَقَتا	تَبْقَيانِ
انتُما	رَمَيْتُما	تَرْمِيانِ	بَقَيْتُما	تَبْقَيانِ
هم	رَمَوْا	يَرْمُونَ	بَقَوْا	يَبْقَوْنَ
هنَّ	رَمَيْنَ	يَرْمِينَ	بَقَيْنَ	يَبْقَيْنَ
أنتم	رَمَيْتُمْ	تَرْمُونَ	بَقَيْتُمْ	تَبْقَوْنَ
أنتنَّ	رَمَيْتُنَّ	تَرْمِينَ	بَقَيْتُنَّ	تَبْقَيْنَ
نحنُ	رَمَيْنا	نَرْمِي	بَقَيْنا	نَبْقَىٰ

Note also the formation of the active and passive participles of Form I, finally weak verbs:

Perfect	Active Participle	Definite Active Participle	Passive Participle
كَتَبَ	كاتِب	الكاتِب	مَكْتُوب
دَعا	داعٍ	الدَّاعِي	مَدْعُو
رَمَىٰ	رامٍ	الرَّامِي	مَرْمِي
بَقِيَ	باقٍ	الباقِي	

UNIT X

Grammatical Notes

I. إِنَّ and its sisters - إِنَّ initially and after the verb qa:l "say". Otherwise, it is أَنَّ . It is a function word used with assertions.

A. Case: The subject of إِنَّ is in the accusative case. If it is followed by a pronoun, that pronoun is considered to be in the accusative although its ending vowel, of course does not change. The predicate, however, is in the nominative.

Followed by a noun: Pilgrimage is a (religious) duty. إِنَّ الحَجَّ فَرِيضَةٌ .

Followed by a pronoun: It is a duty. إِنَّهُ فَرِيضَةٌ .

B. The particles having an effect similar to that of انّ (called the 'sisters of إِنَّ - أَخَوَاتُ إِنَّ are: إِنَّ indeed (adds emphasis), أَنَّ that

لَعَلَّ	perhaps
لَيْتَ	would that
لٰكِنَّ	but
لِأَنَّ	because
كَأَنَّ	as if

1. Compare:

He heard that the pilgrimage is a duty. سَمِعَ أَنَّ الْحَجَّ فَرِيضَةٌ .

But,

He said that the pilgrimage is a duty. قَالَ إِنَّ الْحَجَّ فَرِيضَةٌ .

C. Use of إِنَّ and its 'sisters'.

The pattern for using these particles is as follows:

particle + subject (in accusative + predicate (in nominative)

Examples:

إِنَّ الرَّجُلَ قَادِرٌ عَلَى الْحَجِّ .

(Indeed) the man is able to go on the pilgrimage.

Perhaps the boy is a student in the school.

لَعَلَّ الْوَلَدَ طَالِبٌ فِي الْمَدْرَسَةِ .

I learned that the pilgrimage is a duty.

عَلِمْتُ أَنَّ الْحَجَّ فَرِيضَةٌ .

II. كَانَ and its sisters. كَانَ is a special verb that is often used as a past tense marker.

A. In contrast with إِنَّ, the verb كَانَ like other verbs, has the subject in the nominative and the predicate in the accusative. However, there are a number of special verbs that belong to the same category as كَانَ (called 'sisters of كَانَ - أَخَوَاتُ كَانَ).

كَانَ - to be

(1) لَيْسَ - a verb used as non-past negation often with verbless patterns

بَقِيَ - to remain

دَامَ - to last, continue

مَازَالَ - to continue

صَارَ
أَصْبَحَ } - to become
أَمْسَى

B. Use of كَانَ and its sisters:

1. The most common pattern for the use of the above verbs is as follows: Verb + Subject (nominative) + predicate (accusative).

2. Examples:

The boy was small. كَانَ الْوَلَدُ صَغِيراً .

This woman is not able to perform the pilgrimage.

لَيْسَتْ هٰذِهِ الْمَرْأَةُ قَادِرَةً عَلَى الْحَجِّ .

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(1) Note: The verb لَيْسَ may also take a predicate which is preceded by the preposition بِ. It has no imperfect.

مـا زَالَت البِنتُ طالِبَةً فِي الجَـامِـعَة .

The girl is still a student at the university.

3. Some sisters of كانَ may also be followed by a verb in the imperfect tense:

Examples:

صِـرتُ لا أتَكَلَّم — I became speechless. (lit. I became I don't speak.)

أَصـبَحَ يَتَكَلَّمُ العَـرَبِيَّة . — He has learned to speak Arabic. (lit. He became he speaks Arabic.)

Note: Although the two verbs are in two different tenses, they must refer to the same person, gender and number.

III. Colors

The most common masculine feminine and plural forms for colors and defects are as follows:

	plural	feminine	masculine
(model form)	فُعْـل	فَعْـلاَء	أَفْعَـلُ
red	حُمْـر	حَمْـرَاء	أَحْمَـرُ
blue	زُرْق	زَرْقَاء	أَزْرَقُ
yellow	صُـفْر	صَـفْراء	أَصْـفَرُ
green	خُضْـر	خَضْـرَاء	أَخْضَـرُ
brown , (dark)	سُـمْر	سَـمْرَاء	أَسْـمَرُ
white	بِيـض	بَيْضَـاء	أَبْيَـضُ
black	سُـود	سَـوْدَاء	أَسْـوَدُ
deaf	طُرْش	طَـرْشَـاء	أَطْـرَش
crooked	عُـوج	عَـوْجَـاء	أَعْـوَجُ
blind	عُمْـي	عَمْـيَاء	أَعْـمَى

Note: 1. Although the masculine of this form is identical to that of the superlative-comparative form, their feminine and plural form differs.

Compare:

	plural	feminine	masculine
superlative form	أَكْبَـرُون	كُبْـرَى	أَكْبَـر
colors and defects	حُمْـر	حَـمْرَاء	أَحْمَـر

2. The masculine and feminine of the above forms are diptotes.

IV. Finally Doubled Verbs:

The conjugation of such verbs as حَـجّ "go on pilgrimage" in which the middle and final radicals are identical is as follows:

Active Participle	Imperfect	Perfect	
حَـاجّ	يَحِـجُّ	حَـجَّ	هُوَ
	تَحِـجُّ	حَـجَّتْ	هي
	تَحِـجُّ	حَـجَجْتَ	أنتَ
	تَحِجّينَ	حَـجَجْتِ	أنتِ
	أَحِـجُّ	حَـجَجْتُ	أنا
	يَحِـجّانِ	حَـجَّا	هما
	تَحِجّانِ	حَـجَّتا	هما
	تَحِجّانِ	حَـجَجْتُمـا	أنتما
	يَحِجُّونَ	حَجُّوا	هم
	يَحْـجِجْنَ	حَـجَجْنَ	هنّ
	تَحِـجُّونَ	حَـجَجْـتُمْ	أنتم
	تَحْـجِجْنَ	حَـجَجْتُـنَّ	أنتنّ
	نَحِـجُّ	حَـجَجْنا	نحن

Generally, it will be noted from the above that whenever a closed syllable occurs at the end of the root form in either the perfect or the imperfect, the doubled letter is separated. In the perfect, this occurs with all forms of the first and second person as well as the third person feminine plural. In the imperfect, this occurs only with the second (s.f.pl.) and third person

feminine plural.

V. Conditional sentences with إذا

The verb governed by اذا (if) is usually in the perfect. It will be noted in the examples below that the past time is expressed by كان with the imperfect.

إذا ذَهَبَ إلىٰ مَكَّة شَاهَدَ الكَعْبَة .
إذا ذَهَبَ إلىٰ مَكَّة يُشَاهِد الكَعْبَة .
إذا ذَهَبَ إلىٰ مَكَّة سَيُشَاهِدُ الكَعْبَة .

Similar non-past time

If he goes to Mecca, he will see the Kaaba.

إذا كَانَ ذَهَبَ شَاهَدَ الكَعْبَة .

Past time

If he had gone, he would have seen the Kaaba.

UNIT XI

Grammatical Notes

I. The absolute object or المَفْعُـول المُطْـلَق

A. Formation :

The absolute object is the verbal noun (masdar) derived from the verb in the accusative case. The typical pattern includes: Verb - Absolute Object - Modifier.

Examples:

ضَـرَبَ ضَـرْباً شَـدِيداً
He hit hard.
(lit. He hit an intense hitting.)

نَـامَ نَـوْماً عَمِيقـًا
He fell fast asleep.
(lit. He slept fast sleeping.)

شَـرِبَ أَحْمَد شُرْبـاً كَثِيـراً
Ahmad drank a great deal.
(lit. Ahmad drank much drinking.)

أَشْـكُرُكَ شُـكْراً جَـزِيـلاً
I thank you very much.
(lit. I thank you much thanking.)

It should be noted that the verbal noun itself may be omitted in some patterns. e.g. شَـرِبَ أَحْمَـد كَثِيـرًا

B. Usage and Meaning of the Absolute Object: It will also be noted from the above examples that the absolute object is used to intensify and add greater force to the meaning of the verb.

II. Use of حَـيْثُ

A. حيث is an adverbial conjunction of place and is indeclinable, i.e. it always ends with a damma. وَصَـلَ القَاهِرَةَ حَيْثُ يُشَـاهِدُ الأَهْـرَامَ

He arrived in Cairo where he would see the pyramids.

or, وَصَلَ إلىٰ القَاهِرَةِ حَيْثُ يُشَـاهِدُ الأَهْـرَامَ

B. حَيْثُ أَنَّ may be used initially to express cause.

Since he knew Arabic, he read the Koran. وَحَيْثُ أَنَّهُ كَانَ يَعْرِفُ العَرَبِيَّةَ قَـرَأَ القُـرْآنَ

III. Use of كَـ / كَما and مِثْل / مِثْلما

كَـ is a one-letter preposition that is connected with the following noun and means "as" or "like". (see Unit VI Notes)

مِثْل is an adverbial particle and also means "as" or "like".

Both of these are followed by the noun in the genitive case.

كَما has generally the same meaning as مِثْل, but is used with verbs unless followed by أَنَّ

مِثْلما has generally the same meaning as مِثْل, but is also used only with verbs.

Note that forms with ما introduce verbal clauses (e.g. عِنْدَما / مِثْلما / كَما / كُلَّما)

Examples:

With a verb: He went to Egypt like his friend did.

ذَهَبَ إِلىٰ مِصْرَ كَما ذَهَبَ صَدِيقُهُ

With a noun: He went to Egypt like his friend.

ذَهَبَ إِلىٰ مِصْرَ كَصَدِيقِهِ

with أَنَّ : He visited Egypt as well as Lebanon.

ذَهَبَ إِلىٰ مِصْرَ كَما أَنَّهُ زَارَ لُبْنان

IV. Use of إِسْتَطَاعَ "to be able to"

As with other verbs such as أَرَادَ and أَحَبَّ "to want", إِسْتَطَاعَ (imperfect: يَسْتَطِيعُ) may be followed by either أَنْ plus the imperfect (subjunctive) or by the masdar. Notice that the two verbs must agree in number and person.

Examples:

He was able to travel to Beirut. إِسْتَطَاعَ أَنْ يُسَافِرَ إِلىٰ بَيْرُوت

إِسْتَطَاعَ السَّفَرَ إِلىٰ بَيْرُوت

We are able to /can/ see the cedar tree. نَسْتَطِيعُ أَنْ نُشَاهِدَ أَشْجَارَ الأَرْزِ

نَسْتَطِيعُ مُشَاهَدَةَ أَشْجَارِ الأَرْزِ

V. Negation plus exceptive particles: A common pattern in Arabic is the use of an exceptive particle with a negated verb. The most common exceptive particles used with this pattern are إِلاَّ "except", and غَيْر/عَـدا "other than".

A. Use of غَيْـــر

لَـمْ أُشَـاهِدْ غَيْـرَ بَيْـرُوت
I saw only Beirut.
(lit. I did not see other than Beirut.)

لا يَذْهَبُ إِلىٰ مَكَّـةَ غَيْرُ المُسْـلِمِينَ
None but Muslims go to Mecca.
(lit. Other than Muslims do not go to Mecca.)

B. Use of الاّ

لَـمْ يُشَـــاهِدْ إِلاَّ بَيْـرُوت
He saw only Beirut.
(lit. He did not see except Beirut.)

لَا يَنْـزِلُ إِلاَّ فِي فُـنْدُقٍ عَلىٰ البَحْرِ المُتَوَسِّـــط
He will stay only in a hotel on the Mediterranean.
(lit. He does not stay except in a hotel on the Mediterranean.)

Note: When used with the negative, the noun after إِلاَّ takes whatever case its place in the sentence requires (nominative, accusative, or genitive). إِلاَّ however, may also be used with sentences which are not negative, in which case the noun following it must be in the accusative.

For example: "No one but Mohammad came." ما أَتَىٰ إِلاَّ مُحَمَّـــد"

But, أَتَـىٰ كُلُّ الأَوْلادِ إِلاَّ مُحَمَّـــداً

All the boys came except Mohammad.

UNIT XII

Grammatical Notes

I. Use of كُلّ مَا

The meaning of كُلّ مـا is "all that" or "all what". Notice that this is a construct phrase. Also, note that so far there are these uses of مـا

a. مـا as a separate form of relative pronoun to connect clauses or phrases.

b. مـا as a part of a conjunction to introduce verbal clauses: كُلَّما / بَعْدَ ما عِنْدَ ما etc.

c. مـا as a negative particle.

d. مـا as a question word.

Examples: (illustrating a. and d: — For the rest see Units VI and VII Notes.)

This is all that they have done.	هٰـذا كُلّ ما فَعَلُـوهُ
This is all (that) I have.	هٰـذا كلّ ما عِنْـدِى
What is this?	مـا هٰـذا ؟

e. Note also some idioms with مـا :

What (ever) God has willed. (An expression of admiration or anger depending on intonation.)	ما شاءَ اللّـه
Including (lit. With what is in it.)	بِمَـا فِيـهِ

f. The word ما may be combined with other particles.

Examples:

"of what"	مِـنْ + ما ـــــــ مِـمَّـا
"about what"	عَـنْ + ما ـــــــ عَمَّـا
"for what, why"	لِ + ما ـــــــ لِمَـا
"like, as well as"	كَ + ما ـــــــ كَمَـا

II. Use of أَصَرَّ عَلَىٰ

This phrase means "he insisted on". It is followed by a noun, a masdar, or a grammatical equivalent.

Examples:

أَصَرَّ الطالِبُ عَلَىٰ زِيارَةِ المَتْحَفِ

or, أَصَرَّ الطالِبُ عَلَىٰ أَنْ يَزُورَ المَتْحَفَ

The student insisted upon visiting the museum. أَصَرَّ عَلَىٰ رَأْيِهِ

He insisted on his opinion.

He insisted on what he said. أَصَرَّ عَلَىٰ مَا قَالَ / قَالَهُ

The bride insisted that she should ride in the saloon car أَصَرَّتِ العَرُوسُ

or, عَلَىٰ أَنْ تَرْكَبَ الصالُون / عَلَىٰ رُكُوبِ الصالُون

The bride insisted upon riding in the saloon car.

III. The Passive المَبْنِي لِلْمَجْهُول

In Arabic, unlike English, the doer does not occur with the passive form. Note that even though each verb form has its own passive, Form VII is not normally used in the passive because of its passive meaning. It is the form used for passive in Egyptian colloquial.

A. Formation of the Passive.

1. The perfect is characterized in all forms by damma on the first and kasra on the penultimate letter:

	Active (3.m.s.)	Passive
Form I	كَتَبَ	كُتِبَ
II	كَسَّرَ	كُسِّرَ
III	قَابَلَ	قُوبِلَ
IV	أَعْلَنَ	أُعْلِنَ

		Active		Passive	
Form	V	تَقَدَّمَ		تُقُدِّمَ	(1)
	VI	تَقَابَلَ		تُقُوبِلَ	(2)
	VII	إِنْكَسَرَ		إِنْكُسِرَ	
	VIII	إِسْتَمَعَ	"listen"	إِسْتُمِعَ	
	X	إِسْتَقْبَلَ		إِسْتُقْبِلَ	

Note that those forms which have suku:n on the second letter in the active forms (Forms IV, VII, VIII and X) also have suku:n here in the passive. Any letter other than the first, last, or penultimate which in the active takes fatha will, in the passive, take damma. Similarly, the long vowel, a:, in Forms III and VI of the active changes to the long vowel, u:, in the passive.

2. The imperfect in all forms is characterized by damma on the first letter and fatha on the penultimate.

	Active (3.m.s.)	Passive
Form I	يَكْتُبُ	يُكْتَبُ
II	يُكَسِّرُ	يُكَسَّرُ
III	يُكَاتِبُ	يُكَاتَبُ
IV	يُعْلِنُ	يُعْلَنُ
V	يَتَقَدَّمُ	(يُتَقَدَّمُ)
VI	يَجْتَمِعُ	(يُجْتَمَعُ)
VIII	يَتَقَابَلُ	(يُتَقَابَلُ)
X	يَسْتَقْبِلُ	يُسْتَقْبَلُ

Note also that, in the passive, all other vowels, other than the first and last, are either /a/, or, in the case of Forms III and VI long a: corresponding to long a: in the active imperfect.

Examples:

The man wrote a letter. كَتَبَ الرَّجُلُ خِطَاباً

---

(1), (2) These forms rarely occur in modern usage.

XII

The letter was written.	كُتِبَ الخِطَابُ	Passive Form
(Compare:	إِنْكَتَبَ الخِطَابُ	Form VII)
The boy smashed the window.	كَسَّرَ الوَلَدُ النَافِذَةَ	Active
The window was smashed.	كُسِّرَت النَافِذَةُ	Passive
(Compare:	إِنْكَسَرَت النافِذَةُ	Form VII)

People hear the Koran every day.

	الناسُ يَسْمَعُونَ القُرآنَ كُلَّ يَوْمٍ	Active
The Koran is heard every day.	القُرآنُ يُسْمَعُ كُلَّ يَوْمٍ	Passive

UNIT XIII

Grammatical Notes

I. The comparative with verbal clauses.(1)

When using the comparative or superlative with verbs, the particle أَنْ must be used. The masdar or verbal noun can be substituted for أَنْ + imperfect. Notice the word order.

Examples:

خَيْرٌ لَكَ أَنْ تَقْرَأَ مِنْ أَنْ تَسْمَعَ / القِرَاءَةُ خَيْرٌ لَكَ مِنَ السَّمْعِ

It is better for you to read than to listen.

خَيْرٌ لَنا أَنْ نَأْكُلَ مِنْ أَنْ نَشْرَبَ / الأَكْلُ خَيْرٌ لَنا مِنَ الشُّرْبِ

It is better for us to eat than to drink.

II. Conditional Sentences using إِنْ

If the conditional is expressed using إِنْ ('if'), then the verb in the dependent clause is either in the perfect or in the jussive (imperfect). The past time is expressed by the use of كانَ with the perfect (similar conditional particles: لَوْ / إِذَا) in the main clause.

Examples:

إِنْ دَخَلْتُ الجامِعَ سَأَرَىٰ الإِمَامَ.

If I enter the mosque, I will see the Imam.

إِنْ يَذْهَبْ إِلى مِصْرَ سَيَزُورُ الأُقْصُر

If he goes to Egypt, he will visit Luxor.

إِنْ كانَتْ ذَهَبَتْ إِلىٰ القَاهِرَةِ كانَتْ رَأَتْ الأَهْرَام

Had she gone to Cairo, she would have seen the pyramids.

---

(1) See further discussion of comparative in Unit VIII.

III. Use of أَعْجَبَ and أُعْجِبَ بِـ

The Form IV verb أَعْجَبَ means "to please or delight". The passive أُعْجِبَ plus the preposition بِـ has the meaning "to be pleased by... to like, or to admire."

Examples: (In English the equivalent pattern would be: The girl liked the dress or, The Girl was pleased with the dress.)

Using the Active:

The dress delighted the girl. أَعْجَبَ الفُسْتَانُ البِنْتَ .

Passive:

The girl was delighted by the dress. البِنْتُ أُعْجِبَتْ بِالفُسْتَان .

Or, Or, with pronominal suffixes:

The dress delighted her. أَعْجَبَهَا الفُسْتَان .

The girl was delighted by it. البِنْتُ أُعْجِبَتْ بِهِ .

If the object is a person, the verb may denote like, admire or love.

The derived participle is often used in this sense.

Examples:

The student admires (or likes) the instructor.

الطَالِبُ مُعْجَبٌ بِالأُسْتَاذ .

Ali likes the girl.

عَلِيٌّ مُعْجَبٌ بِالبِنْتِ .

UNIT XIV

Grammatical NOtes

I. Use of the pattern . . . . لَمْ يَرَ دَاعِـيًا لِـ

This phrase, which means "He did not see (any) reason to (or, for)...." is followed by either أَنْ plus the verb in the imperfect subjunctive or by the defined masdar, a defined noun, a demonstrative, or a pronoun.

Examples:

With a verb: لَمْ أَرَ دَاعِـياً لِأَنْ أَحْضُـرَ المُحَاضَـرَة .

With a masdar: لَمْ أَرَ دَاعِـياً لِحُضُـورِ المُحَاضَـرَة .

I did not see any reason to attend the lecture.

Note that while the masdar does not have the definite article it is defined by virtue of being in construct with a defined noun.

With the demonstrative: لَمْ أَرَ دَاعِـياً لِذٰلِكَ

I did not see any reason for that.

II. Use of طَـلَبَ (1)

طَـلَبَ meaning, "he requested" may also be followed by either the masdar (definite) or by أَنْ plus the imperfect subjunctive.

Examples:

With masdar: طَـلَبَ حُضُـورَهُمْ فِي المُـحَاضَـرَة .

With subjunctive verb: طَـلَبَ أَنْ يَحْضُـرُوا المُحَـاضَـرَة .

He requested that they attend the lecture.

III. The Adverb of Manner (called ?alha:l الحَـال)

A. Introductory: The verb or the sentence may be modified by a word or

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(1) Similar verbs used with أَنْ
أَرَادَ أَنْ He wanted to...
أَمَـرَ أَنْ He ordered that..
أَصَـرَّ عَلَى أَنْ He insisted that

clause or a whole sentence to express the manner of action.

Examples:

I returned home walking. (i.e. I walked back home.)	رَجَعْتُ البَيْتَ مَاشِياً .
I came home running.	رَجَعْتُ البَيْتَ وَأَنا أَجْرِي .
We returned home in a hurry.	رَجَعْنا البَيْتَ مُسْرِعِينَ
The girl returned home in a hurry.	رَجَعَت البِنْتُ إلىٰ البَيْتِ مُسْرِعَةً .

B. Form:

As shown in the examples above the adverb of manner is the undefined accusative form of

(1) A participle that must agree with the doer in number and gender.

(2) A clause that consists of the connective و "and" plus a subject pronoun and its imperfect verb.

IV. The Negative Imperative.

The negative imperative is formed by placing the particle لا before the second person jussive.

Examples:

Compare:	Imperative Negative	Imperative
Do not write.	لا تَكْتُبْ	أُكْتُبْ
Do not go.	لا تَذْهَبْ	إذْهَبْ
Do not walk.	لا تَمْشِ	إمْشِ
Do not travel. (f. sing.)	لا تُسَافِرِي	سَافِرِي
Do not speak. (m. pl.)	لا تَتَحَدَّثُوا	تَحَدَّثُوا
Do not speak. (f. pl.)	لا تَتَحَدَّثْنَ	تَحَدَّثْنَ

V. Use of (لا بُدَّ لِـ (مِنْ It is necessary that... lit: There is no escape for someone from....) In this phrase, the subject of the English sentence comes after the inseparable preposition. This is usually followed by مِنْ

plus the verbal phrase (masdar or أَنْ plus subjunctive verb).

Examples:

With subjunctive: لا بُدَّ لَهُ مِن أَنْ يَذْهَبَ إِلَى المَدِينَة

With masdar: لا بُدَّ لَهُ مِنَ الذَّهَابِ إِلَى المَدِينَة .

It is necessary that he should go to the city.

or,

He has to go to the city.

لا بُدَّ لنا مِن أَنْ نَسْمَعَ مُحَاضَرَةَ الأُسْتَاذ .

It is necessary that we listen to the professor's lecture.

or, We have to listen to the professor's lecture.

VI. Use of إِمَّا . . . وإِمَّا (1) "Either... or...."

(Sometimes written إِمَّا . . . أَوْ).

The first of these particles may be followed by either a noun, a pronoun, or a verb. If followed by a noun or pronoun, the particle أَنَّ must also be used. The second is followed by either a verb or a negative verb particle.

Examples:

With a noun: إِمَّا أَنَّ الرَّجُلَ عَرَفَهُ وَإِمَّا لَمْ يَعْرِفْهُ .

Either the man knew him or he did not know him.

With a pronoun: إِمَّا أَنَّهُ عَرَفَهُ وإِمَّا لَمْ يَعْرِفْهُ .

Either he knew him or he did not know him.

VII. Use of طَالَبَ بِ The Form III verb طَالَبَ means "to claim", "to demand back". The person (or thing) from whom the subject is demanding a thing back is the direct object and the thing being claimed is preceded by the preposition. بِ .

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(1) This pattern should be distinguished from أَمَّا . . فَ "as to..." (See Unit VI Note V).

Thus, the sentence:

I asked Fatima to return the book. Expressed as:
طَـا لَبْتُ فَـاطِمَـةَ بِالْكِتَـابِ .

or with pronouns: طَـالَبْتُهَـا بِهِ .

I demanded it back from her. طَـالَبْتُهَـا بِهِ .

Note: This verb may be distinguished from طَـلَبَ إِلَى "request" and طَـلَبَ مِنْ "ask... for..."

VIII. Use of حَـقَدَ عَلَى "bear a grudge against...."

He bore a grudge against Mahmūd. حَـقَدَ عَلَى مَحْمُـود

Muhammad bears a grudge against them. يَحْـقِدُ مُحَـمَّد عَلَيْـهِمْ .

UNIT XV

Grammatical Notes

I. Use of أَصْبَحَ ، صَارَ (See " كانَ and its sisters", Unit X)

II. Uses of سَواء

A. Uses of سَواءٌ . . . أَوْ

1. Meaning: Whether...or..., No matter whether...or..., be it...or....

2. Usage سَوَاءٌ as a connective is indeclinable and nunated (with fatha). It is followed by either a verbless sentence of a verbal (subject, verb, and direct object [optional]) sentence.

Examples:

With a verbless sentence:

سَواءٌ مَعَكَ الثَّمَنُ أَوْ لَيْسَ مَعَكَ لا بُدَّ أَنْ تَشْتَرِيَ الكُنَافَةَ .

Whether you have the price or not, you must buy the pastry.

سَواءٌ المُسْلِمُ مِنْ مِصْرَ أَوْ مِنَ العِرَاقِ عَلَيْهِ الحَجّ إِلىٰ مَكَّة .

Whether the Muslim is from Egypt or Iraq, he must go on the pilgrimage to Mecca.

With a verbal sentence:

سَواءٌ أَكَلْتَ أَوْ لَمْ تَأْكُلْ لا بُدَّ أَنْ تَشْتَرِيَ الكُنَافَةَ.

Whether you have eaten or not, you must buy the pastry.

سَواءٌ أَرْزَقَكَ اللّٰهُ أَمْ لَمْ يَرْزُقْكَ فَلا بُدَّ أَنْ تَأْتِيَ بِالكُنَافَةِ .

Whether God gives (money) or not, you must bring the pastry.

B. Idioms: سَواءٌ عَلَيْنا أَتَأْكُلُ أَمْ لا تَأْكُلُ It is the same to us whether you eat or not. (lit: [It is the] same on us you eat or you do not eat.)

C. سَواء as a substantive.

1. Meaning: equality, sameness.

2. Examples:

أَحْمَد وَمُحَمَّد وَسَالِم سَواء .

Ahmad, Muhammad and Salim are equal.

هُما سَواء

They are the same/equal. عَلى السَّواء

Note that, when used as a predicate, سواء does not inflect for number or gender.

III. Use of صَلَّى to pray.

The verb صَلَّى may be used as a transitive verb. In this case, the direct object is the prayer being prayed. Usually the five prayers of the day are referred to by the time of day in which they are performed.

Examples:

The people prayed the dawn (early morning [prayer]).

صَلَّى النَّاس الفَجْرَ .

Every day Muhammad says (prays) the noon prayer.

كُلَّ يَوم يُصَلِّي مُحَمَّد الظُّهْر .

Every day we say (pray) the evening (prayer). كُلَّ يَوْمٍ نُصَلِّي المَغْرِب .

The noun form صَلاَة is often used with the verb. أَدَّى

He performed the dawn prayer. أَدَّى صَلاةَ الفَجْر .

IV. Use of the elative (See also, Grammatical Notes, Unit VIII). The elative (comparative or superlative) may be formed in one of two ways:

1. By putting the adjective into the form أَفْعَل

Examples: هَذا الكِتَابُ أَجْمَلُ مِنَ المَجَلَّة .

This book is more beautiful than the magazine. (beautiful جَمِيل).

الوَلَدُ أَصْغَرُ مِنَ البِنْتِ .

The boy is younger than the girl.

2. By using such elatives as أَكْثَرُ (more) or أَقَلُّ (less) followed by a noun in the indefinite accusative. This noun answers the question "more with respect to what?"

Examples:

الكِتَابُ أَجْمَلُ لَوْناً مِنَ المَجَلَّةِ .

The book is more beautiful (in color) than the magazine.
(Lit: The book is more with respect to color than the magazine.)

الوَلَدُ أَقَلُّ سِنّاً مِنَ البِنْتِ .

The boy is younger (Lit: less in age) than the girl.

هٰذِهِ البِنْتُ أَكْثَرُ جَمالاً مِنَ الثّانِيَةِ .

This girl is more beautiful (Lit: more in beauty) than the other.

V. Patterns with جَاءَ/أَتَىٰ

A. "He brought" is expressed by using the verb جَاءَ (he came) أَتَىٰ plus the preposition بِـ . The person to whom a thing is brought is the direct object.

Examples:

جَاءَ بِالْكِتَابِ — He brought the book.

جَاءَ بِهِ — or, He brought it.

جَاءَنِي بِهِ — He brought it to me.

أَتَىٰ مُحَمَّداً بِالْكُتُبِ . — He brought Mohammad the books.

أَتَاهُ بِهَا — He brought them to him. (the books)

أَتَوْهُ بِالْكُتُبِ — They brought him the books.

Compare: The boy came.

أَتَىٰ الوَلَدُ / جَاءَ الْوَلَدُ بِالْكِتَابِ .

أَتَىٰ الوَلَدُ بِالْكِتَابِ / جَاءَ الْوَلَدُ بِالْكِتَابِ .

The boy brought the book.

Similarly: The boy came/arrived. حَضَرَ الْوَلَدُ

The boy brought the book. أَحْضَرَ الْوَلَدُ الكِتَابَ .

B. The verb أَعْطَى "to give" may take two direct objects. The person to whom a thing is given is the first object and the thing being given is the second.

Examples:

The instructor gave Muhammad the book.

أَعْطَى الأُسْتَاذُ مُحَمَّداً الكِتَابَ .

Tomorrow, he will give him the book.

غَداً سَوْفَ يُعْطِيهِ الكِتَابَ .

If pronouns are used for both direct objects and the second one is attached to the particle إِيَّا plus the appropriate pronoun suffix.

He gave it to him. أَعْطَاهُ إِيَّاهُ .

Also, the preposition may be prefixed to the noun or pronoun to whom the thing is given.

He gave Muhammad the book. أَعْطَى الكِتَابَ لِمُحَمَّدٍ .

He gave him the book. أَعْطَاهُ الكِتَابَ / أَعْطَى لَهُ الكِتَاب .

Note: Antonym: أَخَذَ "take" يَأْخُذُ

VI. Expressing "beginning action"

The following verbs when followed by a verb in the imperfect, have the meaning "to begin to...", "to start to...."

أَخَذَ صَارَ

أَصْبَحَ بَدَأَ

Examples:

He began to cry. صَارَ يَبْكِي .

She began to write. أَخَذَتْ تَكْتُبُ .

Mahmud and Mahfu:z began to walk to the restaurant.

بَدَأَ مُحَمَّد وَ مَحْفُوظ يَمْشِيَانِ إِلىٰ المَطْعَم .

Note: These "auxiliary" verbs have a different meaning when they function as principal or transitive verbs.

Example:

She took the book.	أَخَذَت الكِتَاب .
She began to write.	أَخَذَتْ تَكْتُبُ .
" " " "	أَخَذَتْ فِي الكِتَابَة .